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Words occurring in the orations of Cicero commonly read and in the first six books of the *Aeneid* are specially marked.

The book should prove serviceable, and may well find a place on the teacher's desk.

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*The Recitation.* By GEORGE HERBERT BETTS. (The Riverside Educational Monographs.) Boston: Houghton Mifflin Co., 1911. Pp. xi+121. \$0.60.

The author first discusses three purposes of the recitation: "testing," "teaching," "drill." In the second chapter four "special forms of method" are presented: "the question-and-answer," "the topical," "the lecture," "the written recitation." Chapter iii treats of four "fundamental principles" in the art of questioning: "freedom from textbooks," "unity," "clearness," "definiteness." These are followed by "secondary principles," "of hardly less importance." The chapter on conditions necessary to a good recitation points out many details of class-management. The final chapter, on the assignment of the lesson, emphasizes the need of teachers being prepared at least one lesson in advance of their class, and then notes eight "principles governing the assignment."

The book is so simple in its thought, so definitely outlined, and so clearly written, that it will serve as a good primer on method for the inexperienced teacher unacquainted with pedagogical literature.

It must, however, be said that this book belongs to the educational literature of fifteen or twenty years ago, and has already been presented in such books as E. E. White's *The Art of Teaching* and Joseph Baldwin's *School-Management and Methods*. The editor of the Riverside Educational Monographs rightly says in his introduction to this volume, "We need a more flexible way of thinking of the recitation"; but it is much to be feared that this presentation of details already so hackneyed in educational literature will have the undesirable effect of mechanizing the recitation in the hands of the young teachers.

Two questions are suggested by this book. First: Does the teaching profession, at this stage of its development, need such a primer on methods and management? Second: Should an educational monograph treat briefly a wide range of topics, or discuss more intensively a topic of more limited scope? But this book will be popular with teachers in the elementary schools and will help many of them.

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*A School Chemistry.* By F. L. R. WILSON and G. W. HEDLEY. Oxford: The Clarendon Press, 1912. Pp. xix+572. 4s. 6d.

"This book appears as the result of a demand for a somewhat shorter course of school chemistry than the authors' *Elementary Chemistry: Progressive Lessons in Experiment and Theory*." The latter work, which appeared in 1905, or, at least, was first used by the reviewer in that year, is probably too little known to teachers in this country. It embodies, as does the work before us, much that is best in the methods of teaching chemistry that have been developed in Britain as an outcome of

the heuristic movement and the preaching of Armstrong. The authors' object is "to provide a school course of practical training in chemistry, suitable for those studying the subject as an integral part of their general education, and at the same time to lay a solid foundation for such as may require to specialize in it later. The ultimate object of the authors is the cultivation of a scientific habit of mind in the pupils through the medium of chemistry, rather than the mere acquisition of the facts of the science." It must be confessed that high-school teaching of chemistry in this country aims chiefly at presenting and imparting the facts in the form most easily assimilable—a perfectly legitimate aim in the professional training of a future chemist.

To utilize the teaching of chemistry in the high school primarily as a means of training in scientific method calls for very much more energy and logic and scientific character in the teacher. Therefore, feel the authors, "too little systematic effort has been made to induce pupils to think for themselves, and insufficient care taken to relieve the teacher from the immensely increased burden of work which is involved in the method of individual investigation." For this reason, they aim to give such clear directions for the performance of experiments and the observation of results as shall be intelligible without further explanation; to devise definite means of inducing thought about the work done; and to afford opportunity for applying original thought to the solution of problems. In carrying out their plan, they have thought well to begin many chapters with a list of preliminary questions to be answered from general knowledge; after the practical work, a further list of questions serves to elicit the principal conclusions. To characterize the type of these questions would require too extensive quotation; but they endeavor to bring it about automatically that, even under the most wooden of teachers, the pupils will be compelled to think scientifically about everything they do. Frequent problems are inserted, to exercise the power of application of quicker pupils and to keep the members of a given class fairly well together.

The first 74 pages deal with the preliminaries of manipulation, including practice in simple quantitative work; pp. 75-144 present, in a study of combustion in air, a type of the general method of chemical investigation suitable for beginners; pp. 145-232 deal with classification of materials, the nature of oxides, water, and acids, leading up to the constitution of salts; the atomic theory is first introduced at p. 262, chemical equations at p. 277, systematic discussion of non-metals at p. 287, and of metals at p. 453.

The adoption of such a text as this one in schools in this country would result in a diminution, no doubt, of results in the more immediately tangible but evanescent form of chemical facts imbibed; but in an increase in capacity and power for scientific observation and thinking which, like "culture," is less tangible but relatively permanent.

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*Some Fundamental Verities in Education.* By MAXIMILIAN P. E. GROSZMANN. Boston: Richard G. Badger, 1911. Pp. xix+118. \$1.00.

This work deals with fundamentals in that it goes back to motor and sense training. Part II, which is entitled "Art Culture and Art Expression," gives an extended account with illustrations of experiments in art work with children in the Ethical Culture School during the nineties. The author's conclusions as to "Interpretation and Symbolism" and "Artistic Culture Epochs" seem somewhat extreme.